

08025 PHYSICAL EDUCATION

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline. Institutions are not restricted to using the examples listed, but may develop others that demonstrate candidates' ability to apply what they have learned in the school setting.

Standard 08025.1 Content Knowledge

The program requires the study of physical education content and disciplinary concepts related to the development of a physically educated person. To meet this standard, institutions will require a study of the biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and bio-mechanical analysis. This standard also requires the study of first aid, nutrition, and injury prevention. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Describing and applying **bioscience** (anatomical, physiological, **nutritional**, and biomechanical) **to skillful movement**, physical activity, and fitness.
2. Understanding and debating current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives.
3. Demonstrating knowledge of approved state and national content standards.

PERFORMANCES

1. Incorporating interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.

DISPOSITIONS

1. Belief that physical activity and fitness are important to the health and well being of individuals.
2. Enthusiasm for the importance of physical education as a means of developing a physically educated person.
3. Seeking to keep abreast of new ideas and understandings in disciplines related to physical education and education.
4. Belief that physical activity can foster self expression, development, and learning.

Standards 08025.2 Growth and Development

The program requires the study of how individuals learn, develop and provide opportunities that support their physical, cognitive, social, and emotional development. **This standard addresses human growth and sexual development. It also focuses on the application of growth and** development concepts to create learning experiences such as the development of fundamental motor skills, individual/dual and team sports,

movement, dance, aquatics, outdoor pursuits, and health-related fitness. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying critical elements and sequencing of basic motor skills.
2. Describing performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, games, tactics, skill improvement principles), and how to incorporate physical activity and fitness into other subject areas.
3. Demonstrating understanding of the biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.
4. Demonstrating understanding of the effects of drugs and alcohol on emotional, intellectual, social, and physical development.
5. Demonstrating understanding of the effects of human growth and sexual development on emotional, intellectual, social, and physical health.

PERFORMANCES

1. Demonstrating competent motor skill performance in a variety of physical activities.
2. Monitoring individual and group performance in order to design safe instruction that meets
learner developmental needs in the physical, cognitive, social and emotional domains.
3. Identifying, selecting, and implementing appropriate learning/practice opportunities based on
understanding the learner, the learning environment, and the task.

DISPOSITIONS

1. Showing appreciation for individual variations in growth and development and commitment to helping learners become competent and self-confident.
2. Appreciating and promoting physical activity in the overall growth and development of learners.

Standard 08025.3 Diverse Learners

The program requires the study of how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners, and that will enable learners to develop qualities of respect and responsibility.

The program requires study of state and federal laws dealing with the education of

students with special needs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying differences in approaches to learning and physical performance (e.g. different learning styles, multiple intelligences, and performance modes).
2. Identifying areas of special need including physical and emotional challenges, learning disabilities, sensory difficulties, and language barriers (e.g. English language learners).
3. Describing how individual experiences, talents, prior learning, as well as culture, family, and community values influence learning.

PERFORMANCES

1. Selecting, and implementing appropriate instruction that is sensitive to learners' strengths and weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).
2. Identifying and using appropriate services and resources to meet diverse learning needs.

DISPOSITIONS

1. Belief that all learners can develop motor skills, feel successful, and enjoy physical activity.
2. Appreciating and valuing human diversity and shows respect for varied talents and perspectives.
3. Demonstrating commitment to helping learners become physically educated in personally meaningful ways.
4. Seeking to understand and be sensitive to learners' families, communities, cultural values, and experiences as they relate to physical activity.

Standard 08025.4 Management and Motivation

The program requires the study of individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities and encouraging positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, (to include selection, purchase, care and maintenance of facilities, equipment and supplies) promote mutual respect and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping learners develop behaviors related to respect, responsibility, and enjoyment of physical activity. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Describing principles of effective management and a variety of strategies to promote equitable and meaningful learning in physical activity settings.
2. Using developmentally appropriate practices to motivate learners to participate in physical activity.
3. Understanding factors related to intrinsic motivation and strategies to help learners become self motivated.

PERFORMANCES

1. Using managerial routines that create smoothly functioning learning experiences and environments.
2. Organizing, allocating, and managing resources (e.g., learners, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.
3. Using a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.
4. Using strategies to help learners demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others safety, cooperation) that promote positive relationships and a productive learning environment.

DISPOSITIONS

1. Accepting responsibility for establishing a positive climate in the physical education setting and school environment.
2. Believing that providing opportunities for learners' input into instructional decisions increases their commitment to learning.
3. Recognizing the importance of positive peer relationships in establishing a climate for learning.
4. Recognizing the value of intrinsic motivation to life-long participation in physical activity.

Standard 08025.5. Communication

The program requires the study of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Demonstrating a variety of effective communication techniques including appropriate verbal and nonverbal instructional cues and prompts.
2. Describing and implementing strategies to enhance communication among learners in physical activity settings.

3. Demonstrating strategies for developing teamwork and cooperation among learners in physical activity settings.

PERFORMANCES

1. Describing and demonstrating effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non- verbal communication).
2. Communicating managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, internet, video, power point presentations and web development).

DISPOSITIONS

1. Communicating in ways that demonstrate sensitivity to all learners (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).
2. Commitment to communicating with school colleagues, parents/guardians, and the community.
3. Demonstrating commitment to serve as a positive role model.

Standard 08025.6 Planning and Instruction

The program requires the study of how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards. This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying, developing, and implementing appropriate program and instructional goals.
2. Designing and implementing learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
3. Selecting and implementing appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.
4. Articulate principles, techniques, advantages, and limitations of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, independent study, and interdisciplinary instruction).

PERFORMANCE

1. Selecting and implementing instructional strategies, based on selected content, learner needs, and safety issues, to facilitate learning in the physical activity setting.
2. Applying disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.

3. Providing learning experiences that allow learners to integrate knowledge and skills from multiple subject areas.
4. Using effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.
5. Developing a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).

DISPOSITIONS

1. Valuing long and short-term plans that are linked to both program and instructional goals and learner strengths and needs.
2. Committing to continuous learning about pedagogical content knowledge and its impact on learning.
3. Belief that the safety of students is the first priority in any movement setting.
4. Modeling instructional strategies that facilitate learning in physical activity settings (e.g., manages, informs, checks for learner understanding, draws connections, uses visual, aural, and kinesthetic cues, and is sensitive to learner responses).
5. Understanding the importance of asking questions and posing scenarios to stimulate interactive learning opportunities (e.g., helps students articulate ideas/thinking, promotes risk taking/problem solving, facilitates factual recall, encourages convergent/divergent thinking, stimulates curiosity).

Standard 08025.7. Learner Assessment

The program requires the study of assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying key components of various types of assessment, describing their appropriate and inappropriate use, and addressing issues of validity, reliability, and bias.
2. Demonstrating knowledge of characteristics, uses, advantages, and limitations of different types of assessment (e.g., criterion and norm-referenced, formative and summative, motor performance and physical fitness, portfolio and authentic assessments).
3. Selecting and using developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.
4. Demonstrating the use of assessment as an integral part of instruction to provide feedback to learners.

5. Describing how to use and interpret learner performance data to inform instruction decisions and report progress.

PERFORMANCE

1. Using a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess learner understanding and performance, provide feedback, and communicate learner progress (i.e., for both formative and summative purposes).
2. Interpreting and using learning and performance data to make informed curricular and/or instructional decisions.
3. Maintaining records of learner performance and communicating learner progress based on appropriate indicators.

DISPOSITIONS

1. Valuing ongoing assessment to identify learner needs and abilities.
2. Understanding the critical importance of using assessment strategies that are appropriate to learning goals.
3. Recognizing that a variety of assessment strategies are necessary.

Standard 08025.8. Reflection.

The program requires the study of reflective practice, with evaluation of the effects of the educator's actions on others (e.g., learners, parents/guardians, fellow professionals). Teacher candidates seek opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Investigating a variety of self-assessment and problem solving strategies for reflecting on practice and its influences on learning.
2. Ongoing review of literature on teaching physical education and a variety of resources available for professional development (e.g., journals, associations, and development activities).

PERFORMANCE

1. Using a cycle in which the candidate reflects upon teaching goals and performance, and implements changes based on observation of learners.
2. Using available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.
3. Constructing a plan for continued professional growth based on the assessment of personal teaching performance.
4. Reflecting on the appropriateness of program design on the development of physically educated individuals.

DISPOSITIONS

1. Engaging in on-going self-reflection, assessment, and learning.
2. Valuing critical thinking and self-directed learning.
3. Seeking, developing, and refining practices to address individual needs of learners.
4. Recognizing responsibility for engaging in and supporting appropriate professional practices.

Standard 08025.9. Technology

The program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Demonstrating knowledge of current technologies and their application in teaching physical education.
2. Designing, developing, and implementing student-learning activities that integrate information technology.

PERFORMANCE

1. Using technologies for record keeping, instructional resources and to communicate, network, locate resources, and enhance continuing professional development.
2. Selecting and using appropriate technological tools specific to the development of a physically educated person.

DISPOSITIONS

1. Seeking to keep abreast of new technology resources to enhance the physical education learning environment.

Standard 08025.10. Collaboration

The program requires the study of how to foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being. This standard encompasses the teacher candidate's opportunities to interact and advocate for physical activity both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.

2. Identifying and actively seeking community resources to enhance physical activity opportunities.
3. Understanding laws related to learner rights and teacher responsibilities (e.g., equity, inclusion, confidentiality, privacy, and child abuse).

PERFORMANCE

1. Actively participating in the professional physical education community (e.g., local, state, district, national) and within the broader education field.
2. Understanding how to work with counselors, other professionals and community agencies.
3. Being sensitive and responsive to signs of distress and seeking help as needed and appropriate.

DISPOSITIONS

1. Pursuing productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.
2. Valuing collaboration with teachers of other subject matter areas.
3. Respecting learners' privacy and the confidentiality of information.
4. Willingness to work with others to improve the overall working environment.

History:

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised: January 26, 2004, mandatory for visits July 1, 2006.

Revised and approved ESPB 12 13 02